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ABSTRACT

The future of any society depends on how well it prepares its young people to make the decisions and carry the responsibilities of mature citizenship. There is much evidence that society is not measuring up in helping all youth become useful, well-informed, self-reliant, socially responsible people. The Cooperative Extension Service's youth programs will increase the productivity of over one million adults as they become inspired, more technically competent, and satisfied by programs of systematic training followed by work with young people. One of the greatest deterrents to poverty, the program is designed to assist disadvantaged rural and urban youth--to reach the most deprived and bring them into the mainstream of society. It will employ over 20,000 adults and teenagers and give them the inspiration and training to move into full-time employment and to move up the career ladder as far as their capabilities and desires permit. The implementation of this proposal can allow the land-grant university to extend its knowledge source and bring it to bear on the important needs of all youth--those who do not go on to college as well as those who do. (Author/KM)

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NEW DIMENSIONS FOR COOPERATIVE EXTENSION'S YOUTH PROGRAMS *in the 70's*

- Audiences
- Curriculum
- Approaches - Methods - Tools
- Staffing
- Management - Administration - Supervision

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INTRODUCTION

We are about to complete the first year of the new decade "The 70's". Over the past five years the Cooperative Extension Service has devoted a great deal of effort to the development of a more dynamic, comprehensive and flexible program, geared to the serious developmental tasks of youth in today's society.

In 1965, National 4-H enrollments had obviously leveled off. Even though the numbers of potential youth were jetting up, 4-H enrollments were plateauing. There was evidence that Extension had not kept its 4-H program "in tune with the times" nationally.

Notable of the efforts of Extension to look at itself and determine new dimensions if needed, were:

1. A consultation of 15 world-renown educational experts under the chairmanship of Dr. Ralph Tyler. The publication DIALOGUE ON OUT-OF-CLASSROOM EDUCATION resulted.

2. The Long Range Study of Extension which resulted in the document "A PEOPLE AND A SPIRIT".

3. The 4-H Subcommittee of ECOP developed several statements: "4-H IN THE 20th CENTURY"; "THIS WE BELIEVE"; "OPEN THE DOOR TO 4-H - A WORLD OF OPPORTUNITY".

This speech is based primarily upon these statements, recommendations, and upon actual innovative programs being conducted in the various States and counties. It is designed for professional staff at State and local levels. It is not to be a guide of "How To Do It" but is designed to "trigger" ideas of what should be tried in the States and counties. It is hoped that it will help Extenison professionals:

1. Gain a more comprehensive and nation-wide view of the whole situation regarding 4-H education as an integral part of the Cooperative Extension Service and to help them interpret this to others.

    a. Have an overall description of what 4-H is---how it operates or can operate.
    b. Have a model of nation-wide operation of 4-H so that State programs can more nearly make their unique contribution to the total.

Presentation by John W. Banning, Extension Specialist - 4-H - Youth; 1970 Annual Meeting of the National Association of Extension 4-H Agents, Purdue University, Nov. 1-5, 1970.

2. Generate more dynamic and creative State and area programs, along with improved plans of work and other strategies to implement such a plan.

3. Become more animated in their work by having a vision of what the total society of youth need and the role of out-of-classroom, real life education that is relevant to those needs.

4. Sharpen concerns, broaden vision and strengthen commitments toward the mission of developing creative, productive citizens.

THE SOCIETY AND YOUTH SITUATION

There are nearly 50 million youth in the U. S. between the ages of 5 and 24, and only one out of each three belong to any character building youth organization in spite of the effectiveness of these groups in the past.

The fact that our society has problems in regard to the youth is abundantly obvious.

The school drop-out rate is high. Young people have a growing resistance to school.

The rates of juvenile crime is increasing at a staggering rate.

Alienation of youth and the widening generation gap is a growing concern.

Ulcers and other gastric disorders, mental breakdown and suicide among the young people is at an all-time high rate and getting higher steadily.

Babies born out of wedlock are increasing at an alarming rate, venereal diseases among the teens has skyrocketed into startling figures in recent years.

Many youth are not making wise choices for how to use their leisure.

Many young people are woefully lacking in health, nutritional deficiencies, dental decay and general lack of physical fitness are most evident in adolescents and teens. The increased use of harmful drugs is almost unbelievable!

There is abundant evidence that much must be done, and that it is an increasingly difficult assignment to develop an infant into a happy productive and creative adult in our society. H. G. Wells' plea rings louder each day: "Human History Becomes More and More a Race Between Education and Catastrophe."

The literature on adolescent psychology and observed behavior suggests that much of what is regarded as anti-social behavior grows out of a search for the means of self-realization and/or identification. This is reflected in many ways such as organized nonconformity. Contrary to the belief of some, rigid behavior standards are often enforced by informally organized social systems among youth. Overt aggressive actions are common manifestations of limited rebellion and may take the extreme form of criminal behavior.

OBJECTIVES IN THE 70'S

The ability of the Extension Service to capitalize on the needs of developmental tasks of youth will determine the success of the 4-H - Youth educational programs of the future. Extension 4-H - Youth Development will continue to deal in education, both liberal and practical. Its major content will certainly be in the body of knowledge and research activities of the Land-Grant Universities.

The needs of young people in the modern society have been explored in great detail by the 4-H - Youth Advisory Committee made up of youth and the nation's leading educators for the National 4-H Program. The youth and educators say the program must gain its focus from these needs:

1. Understand and fulfill one's role in our society.
   --Get an identity as an individual, as a male or female.
   --Feel useful, contributing to others, worthy to himself.

2. Develop independence.
   --Achieve self-sufficiency.
   --Work successfully, experiencing a balance between failure or frustration and success.
   --Learn to cope with a complex society, including governmental and economic systems.

3. Acquire economic independence.
   --Learn a marketable skill or skills.
   --Learn and practice acceptable employer-employee relationships.
   --Learn to manage resources.

4. Learn socially acceptable behavior.
   --Feel accepted and wanted by contemporaries.
   --Develop growing, acceptable relationships with peers.
   --Develop a feeling of worth, pride, self-respect and confidence.
   --Be articulate and learn to trust others.

5. Develop and use active, inquiring minds to their fullest potential.
   --Make one's world a continually larger place.
   --Be experimental in all activities.
   --Discover, improve and understand individual competencies.

6. Physically develop to the individual's optimum.
   --Be active; do things.

7. Explore career opportunities.
   --Learn to appraise individual interests and potentialities.
   --Gain insights into the structure of career patterns.
   --Learn of career opportunities and the requirements for entry, continuance and advancement.
   --Learn the requirements and opportunities for training in various career areas.
   --Learn the structure of the productive and service requirements of the economy and society.

8. Prepare for marriage.
   --Develop wholesome attitudes and a regard for the family as the basic institution of society.
   --Develop a realistic attitude and appreciation of the role of the opposite sex in this society.
   --Develop wholesome attitudes toward the relationships between the sexes.
   --Learn appropriate conduct in co-educational peer groups.

9. Develop a value system to guide behavior within the society.
   --Learn to test values.
   --Learn to make decisions based upon the values acquired.

10. Gain the knowledge, skills, and attitudes necessary for making wise use of leisure time.

The program must also be determined by the expectations of society. These imply that 4-H - Youth Development programs be designed to give young people opportunities to:

1. Develop and demonstrate creativity.
2. Demonstrate knowledge with an ability and willingness to apply it.
3. Develop democratic ways of thinking, feeling and acting in relation to others.

4. Understand the basic political, social and economic institutions of a democratic society.
5. Learn and apply the principles of management to daily living.
6. Develop and carry out a personal career plan.
7. Build patterns of purposeful use of time.
8. Develop leadership competencies.
9. Foster receptivity to new ideas and experiences.
10. Work actively toward attaining full potential productive capacity.
11. Develop a desire for life-long learning.

AUDIENCES IN THE 70's

The Long Range Study Report "A People And A Spirit" makes the following statements and recommendations regarding audiences:

"There can be no question in today's society that one of our highest priority goals is centered on the elimination of poverty, discrimination, and alienation. Cooperative Extension is dedicated to these efforts.

"The Committee recommends that the priority groups for greatly increased attention in Extension's quality of living programs be the disadvantaged youth and adults in rural slums and urban ghettos, potential school dropouts, young families and unemployed out-of-school young adults.

"The rural commitment has a long historic precedent. Major programming in urban areas cannot be expected unless additional funds become available for this purpose.

"Nothing in the legislative history of Cooperative Extension supports the concept that the Extension Home Economists or youth agent is limited by geography to certain territorial boundaries.

"The Committee does not believe that metropolitan residence logically can or philosophically should be denied the services of Cooperative Extension which are related to quality of living programs. Extension must examine where the most critical problems lie and apply its resources to youth and family problems wherever they may be found.

"The Committee recommends that Cooperative Extension Service maintain the 4-H Program as a youth development activity for youngsters from all walks of life and all economic levels. The program should become neither a poverty program nor a strictly middle-class activity."

The professional staff responsibilities for the 4-H - Youth Program must, more than ever, consider its first priority audience - the volunteer staff or cadre of volunteer adults and teens who are trained to carry out the educational activities with the young people. (See the section on staffing for more details regarding the volunteer staff.)

According to "A People And A Spirit" highest priority audiences to be served are:

- Youth in low-income families especially those alienated in rural slums and central cities.
- Potential school dropouts.
- Out-of-school and unemployed young adults.

Emphasis will be given to the urban youth, potential school dropouts, and out-of-school single young adults as additional resources are available. There may be considerable opportunity to get funds from other sources and from the private sector by preparing innovative proposals for programs for these audiences.

As Extension plans programs for these specific audiences, it is of utmost importance that projects or curriculum content, methods, approaches and tools, kinds and levels of leadership be tailored to their specific needs, characteristics and situation. The best way to do this is to have them heavily involved in determining these things. On the other hand, it is very important that Extension offer a program for the changing community and that the service not be fragmented further by a staff and program for urban youth, for low-income youth, for middle-class youth, etc.

Suggested criteria for determining audiences to serve in a given area are:

- Which youth have the greatest need.
- Which youth are served least by other agencies.
- Which youth would be most interested in programs we can offer.
- Which youth can most likely be served by volunteers.
- Which clientele would be most appealing to the groups responsible for appropriating funds for Extension.

Parent Education

This is a growing realization that to reach youth in the most effective way the parents should also be involved in educational programs. It is also a fact that one of the best ways to reach many parents is through their children. It, therefore, follows that the "family approach" is still a good one and in all areas, but especially low-income areas, it is important for family living and 4-H youth programs to work very close.

CURRICULUM OR PROGRAM OFFERINGS IN THE 70'S

The Long Range Study of Extension Report "A People And A Spirit" makes the following statements and recommendations:

"Today the U. S. is a society of abundance capable of providing every citizen with an adequate level of living and a rich program of educational, cultural and recreational experiences.

"In addition to our ability an adequate level of living, we have knowledge in the social sciences that can make it possible to design social patterns and experiences which could open the doors to opportunity for all citizens.

"The Committee recommends that the future objectives of quality of living programs should call for Extension to:

1. *Enhance the quality of individual and family decisions and provide the skills necessary to carry out the decisions.*
2. *Increase the ability of individuals to interact effectively with others.*
3. *Assist the individual to acquire the ability to utilize community services and to participate in the development of community services.*
4. *Enhance the social, physical and economic mobility of the individual.*

"The primary goal of Extension's quality of living programs is the optimum development of the individual.

"These programs must be directed toward both material and non-material aspects of development.

"The significant expansion of programs with new and different audiences requires a new set of academic disciplines added to those traditional to Extension. The knowledge needed embraces most of the concerns of human beings and must come from all the colleges in the university."

The over-riding objective of 4-H - Youth Education is the development of youth into creative, productive and responsible citizens. However, one does not do youth development in a vacuum. The "heart" of 4-H education is its program (subject-matter) content.

There should be an expansion of the present "cafeteria menu" of some 100 different project programs available to boys and girls participating in 4-H. New programs such as aero-space will be added but new programs will be primarily those with a wider variety of suggestions, more flexibility and opportunities for older 4-H members to design their own projects and learning activities with the guidance of their adult leader.

4-H projects and activities will continue to give emphasis to being age graded. A minimum of four levels of accomplishment will be offered in all programs. Project materials will be broken into short guide sheet units and printed separately to facilitate member choice in learning content and methods, as well as other flexibilities.

Emphasis will continue in agricultural and agriculturally related projects for youth who plan to farm or work in agriculturally related areas. The agricultural projects will give more emphasis to the science or "why" of the project and there will be plant science projects that will not involve a productive crop unit and animal science projects that will not require the ownership of an animal. Economics Education will be emphasized as such and through its being included in other projects. More emphasis will be given to efficient and effective marketing and 4-H participants will be encouraged to explore businesses through such programs as the Town and Country Business Program.

Every project and activity will have some things in them that will help a boy or girl explore the over 30,000 ways of making a living in this country. There will be more emphasis on group projects especially for the teenage members. Career exploration, automotive community study and service, citizenship education and communication are only a few examples of group type projects coming into greater prominence.

The development of marketable skills and securing the first job is of prime importance to teenagers. The training of youth and certification of them to be tractor drivers, waitresses, domestic workers, baby sitters, and literally hundreds of "entry occupations" which are not a part of vocational education in the public schools will have a big growth in 4-H Education. Along with the skill training such things as grooming, how to apply for a job, orientation to the urban community where jobs may be found will be stepped up a great deal.

More action research and experimentation of all kinds will be emphasized in the design of program. Rather than past efforts to formalize project requirements, methods, activities, etc., each project and activity will be approached on the basis that this is the way we will do it this time, but during the program and when we have completed it, we will evaluate each step and phase and we may do it completely different the next time. This research approach will not only give youth more voice in program content, it will make projects and activities more relevant to youth's needs and it will prepare youth to cope more adequately with rapid change which is inevitable in their lives.

4-H curriculum will continue to be based at the universities. It will require more specialist time in conventional subjects and many more specialists will be needed in new areas such as fine arts, psychology, sociology, health, aeronautics, counseling, and public affairs. It will be necessary to make the total knowledge source of the university available for Extension's Youth Programs of the future.

The developmental tasks of youth and the needs of society for their young people provide direction to program content and organization. Thus the Extension 4-H - Youth program must emphasize the following program areas of real-life experiences:

1. Develop marketable attitudes and skills.

   Improve the employability of youth by teaching attitudes toward work, with actual work experience in individual and group projects. This training will be in areas not now treated by vocational education. The program will be at beginning or apprentice levels, with credentials given upon satisfactory completion.

2. Develop desirable interpersonal relations.

   This will be achieved by group meetings, through adult-youth relationships, by group activities and events planned and carried out by young people with adult advisors.

3. Develop more responsible citizens.

   Young people will become more responsible citizens, through learning the principles of democratic self-government in 4-H Club activities and other study programs, and by helping them to learn respect for others, the importance of the free enterprise system, and the meaning of the nation's international responsibilities.

4. Involve youth in community improvement.

   Provide opportunities for young people to mobilize their energies and to participate in local community improvement, community service and beautification projects.

5. Develop the leadership capacities of youth.

   Help young people to learn to participate in groups, share committee responsibilities, present talks and demonstrations, and to experience leadership responsibilities in local, county, area and state activities and training programs.

6. Prepare youth for improved family and home life.

   Stress better family relationships by involving parents in 4-H - Youth Programs and through home economics projects in home improvement, money management, wise consumer purchasing, and preparation for marriage.

7. Develop attitudes in youth for creative use of leisure time.

   Young people will participate in cultural enrichment programs in art, music, drama, reading, outdoor recreation, sports and hobbies.

8. Enhance youth's appreciation for conservation of natural resources.

   Projects in forestry, wildlife management, and soil and water conservation will be used, as well as participation in 4-H camping programs.

9. Increase youth's understanding of science

   Teach young people the current technical information, scientific principles, how to experiment and apply knowledge in useful ways, decision-making and production, marketing and management principles.

10. Intensify safety, health, and fitness programs for youth.

    Young people may take part in a vigorous nutrition education program, health and safety projects and activities, and in concerted efforts to improve community health services for youth.

It will be up to each State and local unit of Extension to set up criteria for program area selection and emphasis. They can then list specific program and learning objectives. Some criteria to consider in program selection are:

- Will it be or can it be made interesting and appealing to the young people?
- Will it relate to developmental and societial needs of young people? Is the program area or subject available to youth through any other source?
- Does our State or community have a knowledge source for this program or subject?
- Do we have trained volunteer leaders or can we recruit and train volunteer leaders to teach this subject?

APPROACHES - METHODS - TEACHING TOOLS IN THE 70'S

The Long Range Study of Extension Report "A People And A Spirit" makes the following statements and recommendations:

"Most quality of living programs are conducted under the labels of home economics and 4-H work. Both 4-H and home economics work are strongly influenced by formal organizations of the 4-H Clubs and home economics councils. Both organizations have been effective; however, their assistance to Extension should not be rigid, nor should it limit the scope or programs of Extension.

"Looking to the future, 4-H work should be continued and strengthened, but other approaches must also be used. The approach of 4-H and home economics must be broadened even more.

"The Committee recommends a national examination of present 4-H Club rules under which 4-H members compete, the objective aimed toward developing activities of maximum appeal and value to the greatest possible number of young people.

"The Committee recommends that the Cooperative Extension Service strive to have more of the organizational and operational aspects of 4-H handled by leaders and the private sector and extension professionals increasing the amount of time they spend in education rather than in service to the organization.

"Organization other than 4-H Clubs must be stressed. Extension must work with all youth serving groups and other government agencies where applicable, i.e., in organizing councils of youth organization; professionals and in organizing councils of youth---in long range planning and in basic leader training, as well as cooperating on materials, research, etc.

"Cooperative Extension Service as the Extension arm of the University is obligated to serve the youth of the State in any and every worthy way. By increased flexibility in traditional approaches and by several new approaches one can encompass a whole range of new and exciting opportunities to serve youth. New audiences can be reached and Extension's influence as an educational institution can be raised to new heights."

SPECIFIC EXTENSION APPROACHES

A. Traditional

1. Training of Volunteer Adults to work with youth is by far a most effective way for Professional Extension workers to be effective. Volunteer Adult Leadership Development involves securing, placing, training, supervising, and recognizing a cadre of people to be the teachers.

2. Organized 4-H Groups - Continuing on-going groups - "little democratics in action" under one or more Adult Volunteers is one of the broadest more comprehensive methods or approaches.

3. Special interest 4-H Groups that have only enough organization to provide a worth-while educational experience or series of experiences on a topic or subject chosen by the participants.

4. 4-H Educational TV - The youth individually or in groups observe a series of special prepared TV showings; they enroll by mail and participate in supplementary activities.

5. 4-H Conferences and Workshops, schools, etc., maybe local, county, district, state, region or nation wide. May last one day, two weeks, or more.

6. 4-H Camps - The emphasis here is on larger groups living together with much emphasis on outdoor life, nature, conservation, recreation and individual and group interaction.

7. Projects - A significant distinction of 4-H education is its project work. The project concept provides opportunity for an individual to discover and learn a particular set of skills associated with a special interest. It also provides a chance for achievement, recognition and establishment of personal security by an individual.

   The project is a laboratory experience where an individual learns to discover and apply knowledge in a practical situation. The expectancy that each member carry a project reflects the importance placed on the learning experiences from projects. In the U. S. 4-H, over one hundred project possibilities, including self-determined, recognize the diverse interests, needs and opportunities of young people in today's society.

8. Achievement Shows and Fairs - Should provide educational opportunities which encourage young people to become mature individuals, responsible family members and efficient citizens. These special events range from local club achievement shows, through county fairs and shows, to State and interstate events.

9. Fairs - Are an important part of U. S. culture. If fairs are to be worth all the time put into them, they must make a contribution to the over-all educational effort of the 4-H - Youth Program. The real challenge is to see that they don't just stay in their well-established pattern, but change to meet current needs.

   Achievement shows and fairs are valuable educational tools, but too often they fall short of their teaching potential."

10. Events - An event is a meeting planned for a specific purpose which departs from the normal routine of local, county or State programs. An event may require two hours for completion or several days; it may be held on local, county, area, state or national level.

    Because of the specific planning and involvement of many people, events have become the spice and highlight of the 4-H and Youth Program. Frequently, it may be the only contact a segment of the public has with 4-H."

11. Recognition, Awards And Competition - Everything done relative to recognition, awards or competition should contribute to the developmental needs of youth as outlined earlier. What is done should also be in keeping with the objectives and principles of recognition, awards or competition.

12. Tours, Trips And Exchange Programs - In Extension youth programs, emphasis is being placed on developmental needs of youth. Programs are being implemented to meet these needs. These include tours, trips and exchange programs. Such activities can be challenging, educational, fun-packed and important in the development of participants. They should not be just "a trip," but serve a definite purpose in the local, county, area or State 4-H program and be consistent with program guidelines."

13. Judging - Judging is an educational tool in which the member evaluates items, products, animals, etc., using established standards. It involves arriving at a conclusion based on reasons which the individual must be able to state and defend. Judging is an excellent method of teaching decision making.

14. Records - A 4-H record is information selected by the member to help him evaluate his progress toward his goals. 4-H records as a teaching tool are primarily designed to help the member:

    1. Have a greater appreciation of self-evaluation.
    2. Evaluate his progress toward his goals.
    3. Appreciate what his 4-H experience has contributed to his personal growth.
    4. Learn some skills in record keeping.
    5. Learn to appreciate the use of records in making decisions.

    The secondary objectives are to help:

    1. 4-H leaders and extension staff members evaluate the member's progress toward 4-H objectives.
    2. 4-H leaders evaluate their effectiveness as teachers.

B. Non-traditional or New

1. Training professionals of other youth serving organizations, associations and agencies, i.e., scouts, churches, farm organizations, labor unions.

2. Training sub-professionals (aides) to work with youth serving groups including 4-H groups listed above.

3. Inter-organizational Approaches:

    Extension as a public supported agency with the knowledge source of the University can play a very unique role by establishing channels of communication with the professional and lay leadership of organizations and agencies which are as worthy and consistent with youth development needs. Examples:

a. Joint planning of total youth programs - youth councils
   a. State and local committees on children and youth
   b. Youth councils.

b. Joint leadership training schools and workshops.

c. Exchange of educational materials.

d. Joint evaluation studies and other research projects.

e. Joint preparation of materials.

f. Joint and inter-organizational activities with youth clientele themselves:
   a. An exchange of meeting programs
   b. Joint camps, conferences and workshops for youth
   c. Joint educational projects - i.e., visit to local, county or State government and State legislators. A joint United Nation's Day Project, etc.
   d. Joint Service Projects - i.e., Safe Driving Campaign; Beautify America Program; rodent eradication; get out the vote, etc.

4. A Parent-Oriented Approach:

   The focal point would be youth development, but the program concentration is on parent education. Since parents represent the single most important influence in youth development, a concentrated effort to increase parental effectiveness seems reasonable. This would involve strengthening existing programs designed for parents, coordination of current fragmented efforts with parents and the implementation of specific programs designed for precise target audiences.

5. Professional Extension Youth Specialists located to serve all youth serving organizations and agencies as a representative of the resources of the University:

   To support these and all other Extension staff working with youth, the University should have a Youth Development Department. This Department would provide consultative services to all youth organizations and agencies. They would be available to help specific organizations, sponsoring groups and would assist groups and agencies in coordinating their efforts. In addition they would provide leadership for education and organization to do comprehensive planning of all programs. They would train aides and volunteers who work with youth and develop and test the effectiveness of educative programs designed to meet the developmental needs and societial needs of youth.

It is of utmost importance, t-o, that such a Department or Division in the University would give Extension staff working with youth an academic home, professional rank and proper professional status.

6. The Neighborhood Center Concept

While discussing inter-organizational approaches, it seems appropriate to suggest the milti-purpose center as a means of providing improved and more effective programs of education, health, manpower, welfare and other social services. The neighborhood center is defined as an organization for delivering a broad range of social services in a coordinated and highly responsive manner to individuals and families, and for serving the neighborhood at large. The principal focus is on the delivery system. Colocation of various organizations and agencies education and services in a single building or an educational and social services plaza or park and integration of these programs by a central local lay board. It is assumed that at all stages of development and operation there will be effective community organization to achieve meaningful involvement of neighborhood residence, particularly the disadvantaged.

NEW DIMENSIONS - STAFFING FOR 4-H - YOUTH PROGRAMS IN THE 70'S

The Report "A People And A Spirit" makes the following statements and recommendations regarding staff for Extension's 4-H - Youth Program.

"The Committee recommends that the Cooperative Extension Service

(1) assign professional personnel to work in Extension Youth Programs who are qualified in disciplines relevant to the education and motivation of youth.

(2) conduct training programs to help staff assigned to low-income work make the transition from a middle-class orientation to a low-income alienated group orientation.

"In addition to the competence and contribution already available through the home economics and 4-H youth programs, additional strengths are needed in social and behavorial sciences. Specialists in subject-matter fields such as sociology, psychology, health education and education media are required.

"Specialists from a wide spectrum of disciplines are required to backstop quality of living programs. In the future faculty members may commonly be assigned part time to extension work as a means of keeping ir touch with the problems in society, making education more relevant, and as a source of knowledge for those in the field.

"Non-professional program aides--training of people drawn from the groups to be reached can extend the outreach ability of the professional staff and improve the access to alienated groups. This can also provide job opportunities for the deprived.

"Local residents as teachers. Increased use of local persons qualified to teach specific subjects can make programs more effective and more economical. These people would be used as needed and could be paid for their services.

"The Cooperative Extension Service overseas field component will probably require both specialists and field agents in agriculture, home economics and youth.

"Professionals in 4-H should devote their time to educational activities and enlist more volunteers to service the program. The professional should move in the direction of a planner of educational programs. His role will increasingly be assessment of local needs, location of facilities, organization of groups, securing the services of competent teachers, and arranging for the training of prospective teachers and leaders.

"The Extension Service should employ sub-professional aides from the target population, thus providing both employment opportunities and more effective access.

"Program assistants and program aides will be used extensively. Increased use of local residents as teachers of specific subjects and more use of consultants of all kinds will be common.

"Resources from colleges and universities other than the Land-Grant University will be used extensively.

"Specialists from a wide spectrum of disciplines are required to backstop quality of living programs. Residence staff may commonly be assigned part time to Extension."

It is not anticipated that a greatly enlarged number of professional Extension workers will be needed in the 70's, even if [illegible]bers reached are increased to 7 to 10 million members. This is based on the fact that Extension now allocates over 4,000 man year equivalents of professional time to 4-H. If there is to be no increases in professional staff, it will be necessary for the States to change from 10,000 field professionals devoting part time to 4-H to 4,000 full-time 4-H youth agents. It will also be necessary to locate professionals more on the basis of numbers of youth to be served rather than county lines.

There will need to be a modest increase in professional youth staff in larger cities if 4-H is to be effective there. It is not realistic to place professionals solely on the basis of numbers served and Extension must continue to serve thr rural youth in thinly populated areas where services of all kinds are already lagging behind.

There will also need to be a modest increase in professional staff at the State specialists level to provide quality subject-matter content, teaching materials and training of volunteers as well as promotion of participation of youth in various areas. Increases will be needed for servicing new program areas such as aero-space, bicycles, dog care and training, etc. However, it is obvious that there is insufficient manpower in more traditional projects. More people with training in the Human Development areas are a must. The largest increase in staff will be in the area of para-professionals and volunteers. Para-professionals for 4-H - Youth will be of two types -- the Program Assistant and the Program Aide.

A staffing model for the 70's will look something like the following:

1 - Professional 4-H - Youth Agent
5-8 - Program Assistants
25 to 50 Program Aides, especially in low-income areas
1,000 - Volunteers -- adults and teens
2,500 to 5,000 - youth served.

The basic functions of the various staff position levels are as follows:

The Program Coordinator serving in cities, community centers, individual or multi-counties will be a trained professional with specific competence for youth work. He will identify priority youth problems, and develop flexible procedures, methods and organizational patterns for solving them. He will be responsible for training and supervising county program leaders and program assistants. He will utilize the resources of the university and other agencies to solve problems of youth and help to develop coordinated area-wide programs with other youth-serving community groups.

In addition, the Extension budgets of the future should provide for:

Program Assistants -- These will be recognized community or county leaders with some professional training and/or other qualifying experience enabling them to function effectively as an assistant to the professional Extension youth program leader (Program Coordinator). Program Assistants will deal primarily with organization, leadership development and public support. They may function on a part-time or a full-time basis.

Program Aides -- These will be recognized leaders in the neighborhoods, the city block, the high-rise apartment building, or other appropriate area. They will arrange for youth participation, parental cooperation, and do much of the direct subject-matter teaching. They will supervise the young people in their various group activities. Program Aides will normally serve on a part-time basis and be compensated at an hourly rate or a specified amount for a given job.

Volunteers -- Volunteers may well assist the Program Aides in some disadvantaged communities but will do a much more comprehensive job in the middle income communities. There may be several levels of volunteer leadership depending upon the job to be done, interest in the program, and available competencies.

Subject-Matter Specialists -- It is of paramount importance to have competent and well trained subject-matter specialists to write materials for members and leaders. They should also be responsible for training staff, professionals, para-professionals and volunteers in their respective subject-matter area.

A serious problem of the professional 4-H - Youth Extension Agent is to have an "academic home" at the University. In each State, it will be important to make such an arrangement. This might be done through regular procedures in the colleges of education. There is much to be said for an institute or a Youth Development Department attached to the College of Education. This Department would be concerned mainly with youth development through informal educational procedures. It would have the three university functions of research, teaching and an action program to take the knowledge or apply it to the needs of youth of the State.

Staff Development and Training -- The 4-H State Staff must plan for dynamic and effective Staff Development and Training Programs. One of the biggest task is that of up dating some 12,000 Extension workers who spend from 5 percent to 100% of their time on 4-H - Youth work. A comprehensive, effective and efficient plan for keeping all staff appraised of the modern, dynamic program for youth as it progresses in the State.

NEW DIMENSIONS: PROGRAM MANAGEMENT, ADMINISTRATION AND SUPERVISION

The Report "A People And A Spirit" has the following statements and recommendations in this area:

> *"The Committee recommends that at the minimum, Cooperative Extension programs of youth and family education be doubled by 1975 and that new cooperative relationships with other agencies be developed.*
>
> *"Additional resources for low-income efforts, particularly in the cities, should be sought from all possible sources.*
>
> *"It is consistent with the goals of the USDA that expanded quality of living programs in non-metropolitan areas be financed in a large part through the USDA.*
>
> *"Cooperative Extension should develop new cooperative relationships with other agencies, especially in urban areas of the nation.*
>
> *"There must be administrative support to create an organizational climate in which staff members can grow and develop.*
>
> *"Administration must articulate and develop strong relevant programs in quality of living.*
>
> *"Administration should organize area centers for serving several counties or a metropolitan area.*
>
> *"There is need for developing separate formulas for major expansion of the different major program components.*

It is not the role nor intent of the author to outline administrative procedures in a State, and each State will, of course, set up a system which is especially tuned to its unique situation and need. However, it is recommended that any administrative-supervisory system will produce a stronger, more dynamic 4-H - Youth program if:

- The administrative plan is such that 4-H Youth is an important and integral part of a unified Cooperative Extension Service.
- The State program leader of 4-H - Youth is given comparable status, title and responsibility as leaders in other program areas of Extension.

- It assures the State program leader of 4-H - Youth that there will be subject-matter and information specialists to provide quality materials, leader training, teaching aids, and sufficient communication in each project area.

- It provides for full-time 4-H - Youth Development Agents (career employees) on an area basis.

- It provides for appropriate and adequate in-service training for all Extension coworkers who devote 5% or more of their time to 4-H - Youth work.

- The evaluation of Extension 4-H - Youth professionals is based on their identification of major problems, establishment of effective programs and the achievement of established goals and objectives.

- It provides for a reporting system that will keep all program leaders in 4-H - Youth adequately informed with the information they need from all levels ---local to state and national, to make recommendations to their superior concerning management and policy.

Private Support to Extension's 4-H - Youth Programs

Since its very beginning Extension's boys and girls clubs, later 4-H Clubs and now 4-H education have had unusual and unique support from the private sector in addition to the volunteer adults. Support in the form of local awards for achievement and excellence have been a big factor of motivation in a voluntary program. The National Committee on Boys and Girls Clubs, Inc., and now the National 4-H Service Committee and the National 4-H Club Foundation, Inc., have been a major force in securing resources and support from business and industry. This kind of support is not only expanding, but it is changing direction in that a higher and higher amount of the support goes for subject-matter materials and teaching aids for adult leader training, and perhaps most important, the counsel, advice, ideas from the personnel of the industry themselves.

This effort should be expanded and should tie in closely with efforts to expand resources from the public sector. The Cooperative Extension Service must take the lead with the staff of the National 4-H Foundation and the National 4-H Service Committee in laying out imaginative plans for additional support of this kind. A closer and supportive relation between the State and local efforts to secure private support and the national efforts needs to be worked out to bring the greatest benefits to all.

Special programs at the local level should be piloted whereby the Extension Service lends its knowledge, experience and system to industry in the area to carry out a program designed to specific needs of the community.

The Cooperative Extension Service must be more creative in the future and provide its private support groups with more and better prepared program proposals to "sell" to business and industry. Business and industry could be involved in the inception and design of such programs.

SUMMARY

The future of any society depends on how well it prepares its young people to make the decisions and carry the responsibilities of mature citizenship. This task challenges the best educational efforts of the entire society. There is much evidence that society is not measuring up in helping all youth become useful, well-informed, self-reliant, socially responsible people.

The program will increase the productivity of over one million adults as they become inspired, more technically competent and satisfied by programs of systematic training followed by work with young people.

One of the greatest deterrents to poverty, the program is designed to assist disadvantaged rural and urban youth--to reach the most deprived and bring them into the mainstream of society. It will employ over 20,000 adults and teens and give them inspiration and training which will allow them to move into full-time employment. They may move up the career ladder to the professional level in line with their capabilities and desire.

The implementation of this proposal can, as Dr. Ralph Tyler implied, put the Land-Grant University into a key position of extending its knowledge source and bring it to bear on the important needs of all youth--those who do not go on to college as well as those who do.

To quote from the Educational Policies Commission of NEA:

> "The American people must somehow be made aware of what is at stake in this matter. They must give greater financial support; they must yield to their young citizens a social role that will enable them to become the good citizens of the future. They must find ways to elevate and improve the activities of character-forming agencies which supplement the schools. If they do not do these things, the consequences of their neglect are not pleasant to contemplate."

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